



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4744 W. Grovers Ave., Glendale, AZ 85308

International Studies Academy

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Suzanne J. Witmer
Schedule : 07:30 AM to 03:30 PM
Grades : K-6
Web Address : www.cardenschools.org
Phone Number : (602) 439-5026
Fax Number : (602) 889-0351
E-mail : suzanne.witmer@learningmatters.org

Mission

Carden Traditional School Mission
*accept each student as a unique learner
*ensure a safe and healthy learning environment
*provide a quality education that ensures each student a solid foundation with strong core academic skills
*expand international awareness and intercultural understanding through literature, fine arts, and foreign language
*increase confidence, encourage character development, and guide students toward becoming life-long learners and contributing members of society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü At Carden Traditional School, each learner is encouraged to develop a strong educational foundation through Arizona standards-based instruction, effective study skills, and the use of data-driven assessment.
- ü Today's learners will become the future problem solvers of our communities. The Carden curriculum is integrated with critical thinking skills and problem solving strategies to enhance each content area.
- ü Students in Kindergarten through Grade 6 achieve the highest levels of academic and personal success by participation in the school's Gifted/Talented program, Fine Arts productions, and Music programs.
- ü Appreciation of the wealth of cultures within every community is enhanced through activities such as the International Festival, Character Counts, Student of the Week Celebrations, District Spelling Bee participation, and weekly Awards Assemblies.

Enrollment

October 1, 2005 School Year Student Enrollment : 113
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 121

Instructional Programs

- ü AZ Academic Standards-based
- ü Traditional classroom instruction
- ü Integrated Reading/Language Arts program
- ü Foreign Language, Fine Arts, PE /Health
- ü Sequentially guided Saxon Math
- ü Technology integration
- ü Character Counts Program!
- ü Gifted/Talented Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The Carden staff is committed to providing a safe learning environment that encourages a high level of academic achievement. Ongoing communication is essential to the strong home/school connection we maintain. Student academic and behavioral expectations are explained and provided each year to students and parents. Progress toward mastery of the Arizona Academic Standards is reported to parents throughout the school year via conferences, report cards, and monthly school events.

Parents

A parent is the child's first and most important teacher. This position of trust and privilege carries critical responsibilities. Parents are expected to deliver children to school on time each day, ready to learn after having a nutritional breakfast. Parents should be involved in their child's education by preparing a quiet, well-lit area for homework. Parental interest in the daily events of school as well as reading to or with a child at home are keys to student confidence and success.

Transportation Policy

Carden provides school bus transportation to many of our students. The bus driver works with parents to determine student transportation needs and the development of the most efficient transportation route. Bus transportation includes routes to and from school each day, as well as school field trips. The bus is well-maintained and inspected yearly by the state. The school bus driver is AZ fingerprinted and has completed the required driving and emergency training to ensure student safety.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Tiger Woods Foundation Championship	2005
ü Red Cross Drive	2001
ü Spelling Bee Finalist	2005
ü Pennies for Patients	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	80010	100	100	99	422	422	447	14	14	10	29	29	18	50	50	53	7	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	38935	100	100	99	NA	NA	447	NA	NA	9	NA	NA	19	NA	NA	55	NA	NA	17
Male	NC	NC	40974	NC	NC	98	NC	NC	448	NC	NC	11	NC	NC	18	NC	NC	52	NC	NC	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	--	--	10161	--	--	93	--	--	419	--	--	28	--	--	28	--	--	36	--	--	8
Students without Disabilities	14	14	69849	100	100	100	422	422	451	14	14	7	29	29	17	50	50	56	7	7	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	79438	100	100	98	439	439	451	7	7	9	29	29	24	64	64	56	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	38775	100	100	99	NA	NA	457	NA	NA	7	NA	NA	22	NA	NA	58	NA	NA	13
Male	NC	NC	40560	NC	NC	97	NC	NC	446	NC	NC	12	NC	NC	25	NC	NC	54	NC	NC	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	--	--	9588	--	--	88	--	--	416	--	--	30	--	--	32	--	--	34	--	--	5
Students without Disabilities	14	14	69850	100	100	100	439	439	456	7	7	7	29	29	23	64	64	59	NA	NA	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	79971	100	100	99	426	426	423	NA	NA	8	36	36	41	64	64	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	38974	100	100	99	NA	NA	437	NA	NA	5	NA	NA	33	NA	NA	57	NA	NA	4
Male	NC	NC	40895	NC	NC	98	NC	NC	410	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	--	--	10258	--	--	94	--	--	377	--	--	23	--	--	51	--	--	25	--	--	1
Students without Disabilities	14	14	69713	100	100	100	426	426	429	NA	NA	5	36	36	39	64	64	52	NA	NA	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	16	80147	100	100	99	480	480	482	19	19	11	NA	NA	17	56	56	49	25	25	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	39281	100	100	99	NA	NA	483	NA	NA	9	NA	NA	17	NA	NA	50	NA	NA	24
Male	NC	NC	40780	NC	NC	98	NC	NC	482	NC	NC	12	NC	NC	17	NC	NC	48	NC	NC	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	13	13	69852	100	100	100	497	497	488	8	8	7	NA	NA	16	62	62	51	31	31	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	79686	88	88	98	474	474	470	7	7	11	14	14	24	79	79	57	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39163	NC	NC	99	NC	NC	475	NC	NC	9	NC	NC	22	NC	NC	60	NC	NC	10
Male	NC	NC	40438	NC	NC	97	NC	NC	465	NC	NC	13	NC	NC	25	NC	NC	54	NC	NC	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	13	13	69878	100	100	100	480	480	475	NA	NA	8	15	15	23	85	85	61	NA	NA	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	16	80372	100	100	99	433	433	475	13	13	4	63	63	30	25	25	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	39452	100	100	99	NA	NA	488	NA	NA	3	NA	NA	22	NA	NA	72	NA	NA	3
Male	NC	NC	40836	NC	NC	98	NC	NC	464	NC	NC	6	NC	NC	37	NC	NC	56	NC	NC	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	13	13	69846	100	100	100	447	447	482	NA	NA	3	69	69	26	31	31	69	NA	NA	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	79306	100	100	99	498	498	504	11	11	13	17	17	20	67	67	49	6	6	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	38845	100	100	99	513	513	505	NA	NA	11	18	18	20	73	73	50	9	9	18
Male	NC	NC	40383	NC	NC	98	NC	NC	504	NC	NC	14	NC	NC	19	NC	NC	47	NC	NC	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	14	14	36234	100	100	99	498	498	523	14	14	6	14	14	13	64	64	52	7	7	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	17	17	69020	100	100	100	502	502	510	6	6	9	18	18	18	71	71	52	6	6	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	14	14	41869	100	100	100	506	506	521	7	7	7	14	14	14	71	71	51	7	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	79000	94	94	98	500	500	489	6	6	10	18	18	24	65	65	58	12	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	38774	100	100	99	515	515	494	NA	NA	7	9	9	22	73	73	61	18	18	10
Male	NC	NC	40150	NC	NC	98	NC	NC	485	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	13	13	36135	93	93	98	503	503	508	8	8	4	15	15	14	62	62	67	15	15	15
Students with Disabilities	--	--	9991	--	--	88	--	--	449	--	--	33	--	--	36	--	--	29	--	--	2
Students without Disabilities	17	17	69009	100	100	100	500	500	495	6	6	6	18	18	22	65	65	62	12	12	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	13	13	41766	93	93	99	509	509	505	NA	NA	5	23	23	16	62	62	65	15	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	79611	100	100	99	506	506	496	6	6	7	33	33	37	61	61	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	39016	100	100	99	532	532	511	NA	NA	4	27	27	29	73	73	66	NA	NA	1
Male	NC	NC	40519	NC	NC	98	NC	NC	482	NC	NC	10	NC	NC	44	NC	NC	46	NC	NC	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	14	14	36380	100	100	99	500	500	511	7	7	4	36	36	30	57	57	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	17	17	68947	100	100	100	511	511	504	6	6	4	29	29	34	65	65	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	0
Non-Economically Disadvantaged	14	14	41985	100	100	100	527	527	511	NA	NA	4	29	29	30	71	71	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	10	79327	100	100	98	NA	NA	518	NA	NA	19	NA	NA	20	NA	NA	46	NA	NA	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38961	NC	NC	98	NC	NC	520	NC	NC	16	NC	NC	20	NC	NC	48	NC	NC	16
Male	NC	NC	40295	NC	NC	97	NC	NC	516	NC	NC	21	NC	NC	19	NC	NC	44	NC	NC	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	NC	NC	70006	NC	NC	100	NC	NC	524	NC	NC	14	NC	NC	19	NC	NC	49	NC	NC	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	NC	37097	NC	NC	97	NC	NC	498	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

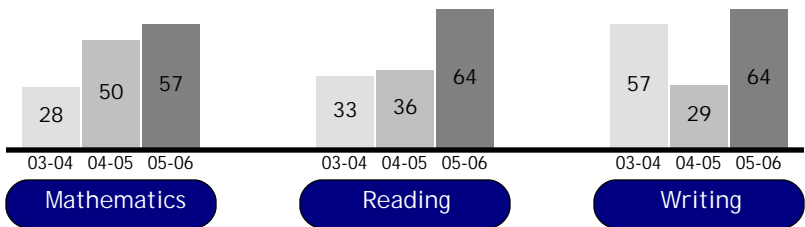
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	10	79501	100	100	98	NA	NA	497	NA	NA	10	NA	NA	25	NA	NA	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39062	NC	NC	99	NC	NC	502	NC	NC	8	NC	NC	23	NC	NC	64	NC	NC	5
Male	NC	NC	40368	NC	NC	98	NC	NC	491	NC	NC	13	NC	NC	27	NC	NC	57	NC	NC	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	NC	NC	70090	NC	NC	100	NC	NC	502	NC	NC	7	NC	NC	24	NC	NC	65	NC	NC	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	37183	NC	NC	97	NC	NC	479	NC	NC	16	NC	NC	34	NC	NC	49	NC	NC	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	10	80000	100	100	99	NA	NA	564	NA	NA	3	NA	NA	11	NA	NA	75	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39288	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	6	NC	NC	77	NC	NC	16
Male	NC	NC	40644	NC	NC	98	NC	NC	549	NC	NC	4	NC	NC	15	NC	NC	74	NC	NC	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	NC	NC	70081	NC	NC	100	NC	NC	571	NC	NC	2	NC	NC	7	NC	NC	79	NC	NC	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	NC	37534	NC	NC	98	NC	NC	547	NC	NC	4	NC	NC	15	NC	NC	76	NC	NC	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16

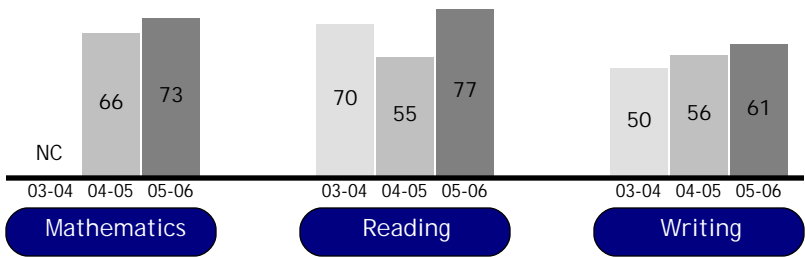
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	85	56	--	58	100	57	--	47	100	70	70	46
	Language	95	39	--	50	100	40	--	47	100	83	83	48
	Mathematics	95	50	--	64	100	52	--	50	100	65	65	52
3	Reading	75	43	--	55	100	32	--	44	100	39	39	46
	Language	94	25	--	61	100	34	--	44	100	46	46	46
	Mathematics	94	31	--	61	100	36	--	51	100	37	37	52
4	Reading	100	58	--	56	90	51	--	48	88	56	56	52
	Language	100	57	--	52	90	49	--	49	100	48	48	52
	Mathematics	100	66	--	61	90	60	--	53	100	58	58	58
5	Reading	NC	NC	--	55	100	44	--	50	94	59	59	56
	Language	100	NA	--	49	100	52	--	50	100	63	63	54
	Mathematics	100	NA	--	63	100	54	--	49	100	56	56	52
6	Reading	86	NA	--	56	NC	NC	--	51	100	65	65	56
	Language	100	46	--	48	NC	NC	--	47	100	56	56	50
	Mathematics	100	69	--	66	NC	NC	--	52	100	67	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Carden Traditional School of Glendale

School Site Council

Council Composition

School Administrator(s)
Non-certified Employee(s)
Teacher(s)
Parent(s)
Community Member(s)
Student(s)

Council Duties

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator

Other Professional Staff

Teacher

Teacher Aide

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

4 to 6 years

7 to 9 years

10 or more years

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.

Teachers with Emergency Certification.

Percent of teachers in the school with Emergency/Provisional Certification

Percent of core classes not taught by Highly Qualified Teachers

Resources Available at School Site

Special Facilities

Extracurricular Activities

Social Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Open Court Reading Program was fully implemented. Teachers received staff development on the use of the program. Benchmark testing, a critical component of the program, was used to determine instructional needs of students.
- ü Students participated in various productions that demonstrated an appreciation of the arts. Productions included vocal music, instrumental music, and musical/drama productions presented to the Carden community.
- ü Teachers began developing curriculum maps aligned for curriculum, instruction, and assessment components.
- ü Sixth grade students participated in the Presidential Academic Fitness Award program. The program provides certificates signed by the United States President and awarded to students who achieve a 4.0 grade point average throughout the school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Carden Traditional School is a closed campus and is not located at any major intersections. Monthly fire drills are conducted with the assistance of local fire departments. Students rehearse evacuation routes and shelter-in place lockdowns are discussed and practiced on the campus. Each room on campus has an evacuation plan posted for reference if needed in an emergency. Local evacuation sites have been established in the event of a campus closure.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mr. Timothy Smith	(480) 439-5026
Transportation Policy	Mr. Timothy Smith	(602) 439-5026
Community Resources	Mrs. Suzanne J. Witmer	(602) 439-5026
School Nutrition Programs	Mr. Timothy Smith	(602) 439-5026
Parent Organization	Mr. Mark Furman	(602) 439-5026
Student Health/Nurse	Maureen Singh	(602) 439-5026

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.